

Student Outcome

Student will identify the network of support in their lives.

Portfolio Placement

NA

Time Frame

45-60 minutes

Size of Group

Large or small group

Materials Needed

- Handout 2.1: "Connections"
- Art materials (markers, poster board, pencils, etc.)

Before You Begin

- The purpose of this lesson is to be a launching point for the next activity.
 Students should be encouraged to think about the larger, broader network of support around them during this activity because the following activity, Support Star, will ask students to explore who supports them in a more situational manner.
- As students work on their Connections posters, make note of students who
 may struggle to think of people in their lives or positive events.

Directions

- 1. Introduce the concept of a network of support. Show students the sample of a framework of support (Handout 2.1: "Connections").
- 2. Allow students to choose art materials to work on their personal support network.
- 3. Instruct students to place a circle (or some other symbol) in the middle of their poster board with their name.
- 4. Ask students to think of all the different people in their lives. Encourage students to think outside the normal list of family and friends and include additional people they interact with (people in the community, at the store, teachers, etc.)

- 5. Have students draw lines from the center circle with their name in it to the people they have listed. Tell students they can "code" particularly special people in their lives (heart, smiley face, etc.) to show meaningful connections.
- 6. Tell students to think about four positive experiences in their lives. Ask students to write the experiences in each of the four corners. Ask students to look at the names they have listed and determine who was involved in the positive events. Lines may be drawn to connect the people to the events.
- 7. Ask for volunteers to share with the group when students have completed their Connections posters.

Discussion

- 1. Why do you think we did this activity? How does it relate to your transition from high school?
- 2. How do the decisions you make affect the people in your network? Poor decisions? Good decisions?

Closure

Journal/Community Circle — Ask students to choose one of the positive events and write/tell more about it.



Connections

